

3-9-1981

## University of Northern Iowa Faculty Senate Meeting Minutes, March 9, 1981

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SENATE MINUTES

March 9, 1981

1281

1. Remarks from Vice President and Provost Martin.

CALENDAR

2. 285 Courses to be Included in the General Education Program (memo from Professor Len Froyen, Chair, General Education Committee, 2/19/81). Docketed in regular order. Docket 230.
3. 286 Proposal to Establish a Separate Department of Social Work (letter from Dr. Robert E. Morin, Dean, College of Social and Behavioral Sciences, 2/25/81). Placed at the head of the docket out of regular order. Docket 231.

OLD/NEW BUSINESS

4. The Senate approved emeritus status for seven qualified applicants who retired in December 1980.
5. Presentation by Dean McCollum on the ramification of Docket item 226. See Senate Minutes 1279.
6. Approved Docket item 226 as amended. 282 226 College of Natural Sciences Required Course with Scheduled Laboratory (memo from Len Froyen, Chairperson, General Education Committee, 12/15/80). See Senate Minutes 1279.

DOCKET

7. 286 231 Proposal to Establish a Separate Department of Social Work (letter from Dr. Robert E. Morin, Dean, College of Social and Behavioral Sciences, 2/25/81). Approved. (Page 23)
8. 285 230 Courses to be Included in the General Education Program (memo from Professor Len Froyen, Chair, General Education Committee 2/19/81). Approved. (Page 24)

ANNOUNCEMENTS

9. The chair called the cost projection memo from LTC Bartelme to the Senate's attention.
10. The chair called the letter from President Kamerick on the attorney's opinion on procedures of the Committee on Admission and Retention to the Senate's attention. Approved motion directing the chair to refer this correspondence to the appropriate committee. The chair indicated this correspondence will be referred to the Educational Policies Commission.



The University Faculty Senate was called to order at 3:19 p.m., March 9, 1981, in the Board Room by Chairperson Davis.

Present: Abel, J. Alberts, Cawelti, D. Davis, J. Duea, Geadelmann, Gillette, R. Gish, Hallberg, Hollman, G. A. Hovet, Little, Millar, Noack, Remington, Sandstrom, Schurrer, Thomson, J. F. Harrington (ex-officio)

Alternates: Rider for Richter, Hoff for TePaske

Absent: Evenson, Heller

Members of the press were asked to identify themselves. Mr. Jeff Moravec, of the Cedar Falls Record, was in attendance.

1. Vice President and Provost Martin rose and addressed the Senate. Dr. Martin reminded the Senate that the budget reduction is permanent. The 4.6% cut is a permanent reduction of the base as of July 1, 1981. Dr. Martin informed the Senate that there will be four new appointees to the Board of Regents. He indicated that we would like to have these four new appointees on campus as soon as possible to show them the facilities and needs of UNI. Dr. Martin stated that the March meeting of the Board of Regents will be here on campus beginning March 12.

#### Calendar

2. 285 Courses to be Included in the General Education Program (memo from Professor Len Froyen, Chair, General Education Committee, 2/19/81). Schurrer moved, J. F. Harrington seconded to docket in regular order. Motion passed. Docket 230.

3. 286 Proposal to Establish a Separate Department of Social Work (letter from Dr. Robert E. Morin, Dean, College of Social and Behavioral Sciences, 2/25/81). Sandstrom moved, Cawelti seconded to place at the head of the docket out of regular order. Motion passed. Docket 231.

#### Old/New Business

4. The chair presented to the Senate the applications of seven individuals who are applying for emeritus status. These people retired in December, 1980. All individuals meet the 20-year requirement of creditable service. The applicants were: Russell Baum, Professor of Music, Harry Guillaume, Professor of Art; Nellie Hampton, Professor of Education; Howard Knutson, Professor of Education; Agnes Lebeda, Professor of Management; Caryl Middleton, ~~Coordinator of Student Teaching~~ <sup>Professor</sup>; and Joseph Przychodzin, Professor of Education.

Thomson moved and it was seconded to grant emeritus status to these seven individuals.

Senator Remington inquired if any of the members of the Senate had any problems with the list of these individuals not appearing before the entire faculty for their consideration.

Remington moved to postpone. This motion died for a lack of a second.

retirement  
date  
= 5/23/81



Question on the main motion was called. Motion passed.

Chairperson Davis indicated that he is drafting a letter to department heads that will recommend having people apply for emeritus status during the semester in which they plan to retire. Senator J. Alberts inquired if the Senate could have perhaps a couple of standard dates during the year in which to review applications for emeritus status. Chairperson Davis indicated that that was part of his proposed letter.

The Senate concurred with the concept and contents of the letter proposed by Chairperson Davis.

5. Dean Clifford McCollum was in attendance in response to a motion passed by the Faculty Senate on February 9, seeking the opinion of the heads of the departments in the College of Natural Sciences as to the feasibility and ramifications of docket item 226. See Senate Minutes 1279. Dean McCollum rose and addressed the Senate.

The CNS Department Heads have been asked to report on the feasibility and ramifications of the proposal to require B.A. degree candidates to have at least one course with a scheduled laboratory in either Category 1 or Category 2 of their General Education program.

First, the heads would like to point out that Categories 1 and 2 are not the exclusive responsibility of CNS. However, at the present time all of the courses in those two categories except 97:031 Elements of the Natural Environment are in CNS departments.

Second, the Heads reaffirm their strong support for the CNS Senate concept of a laboratory requirement. Questions raised about implementation do not represent a disagreement with the CNS Senate or the General Education Committee as to the philosophical basis for such a requirement. They would wish to implement curriculum recommendations of the Senate if at all possible.

Third, budget implications are of great concern at the present time. They are of greater concern now than they were during the discussion of this proposal in the CNS Senate. These concerns include questions of increased staff load and of keeping high quality laboratory experiences with appropriate supplies and equipment.

Fourth, it is unfortunate that these concerns were not discussed with the General Education Committee during its consideration of the proposal.

Fifth, attempts have been made to determine in survey fashion how many more laboratory sections would be needed to support this proposal. Questionnaires were used in the non-laboratory courses of this semester. It is questionable whether precise data can be collected in this fashion. From what was received, it appears ten to eighteen additional laboratory sections would be needed each year. This would require one to two FTE faculty positions that cannot be absorbed with present funding if existent CNS courses are the only ones to be used and other offerings remain about at the same level. Space, supplies and equipment would also have to be considered.



With the conclusion of Dean McCollum's comments, docket item 226 automatically came before the Senate as a matter of old business. The motion on the floor was the approval of the memo submitted by the General Education Committee. See Senate Minutes 1279.

Senator Hallberg asked if Dean McCollum's comments could be interpreted to mean that one to two FTE faculty were needed to implement this proposal and that there is not currently funding to staff these positions. Dean McCollum responded in the affirmative.

Senator Remington inquired where the necessary funding could come from. Dean McCollum indicated that no funding could be expected from the College of Natural Sciences.

Chairperson Davis reminded the Senators that the Senate's primary concern should be with the academic merit of the proposal.

Senator G. A. Hovet stated that she was concerned with the advising of students. She stated that she was convinced that it was not possible for students to get the courses early in their course work. She stated she did not believe it was fair to enact this proposal until the university has the staff and facilities to implement it.

Senator Schurrer stated that if the proposal is a good one, it should be approved. She stated that this item might receive a higher priority than other items listed in the Curricular Proposals.

Dean Robbins rose and addressed the Senate. He stated that cost and enrollment impacts recently have eroded the graduate program. He asked how this proposal would effect graduate programs. Dean McCollum stated the effect would be greater on the undergraduate programs than the graduate programs. Dean Robbins stated that he did not think the university should draw staff from 100g and 200 level courses to teach these lab sections.

Professor DeNault rose and addressed the Senate about the history of this proposal. He stated that until Fall 1979 all courses in Category 2 had a lab component. In 1979, with the approval of the course Biosphere, which does not have a lab component, the possibility of a student not having a lab course came into existence. He stated the College of Natural Sciences Senate examined this area and found itself caught in a dilemma. The dilemma was that there was a course in existence that did not have a lab component, but the college did not feel it had enough space and labs to handle all the students without a non-lab course.

He stated that the College of Natural Sciences Senate agreed to grant a General Education credit to Biosphere but wanted students to have the lab experience. He stated this proposal was rejected by the Senate in Fall 1979 for various reasons. He stated the College of Natural Sciences Senate tried to come up with a tight proposal which was presented to the General Education Committee the Spring of 1980 and discussed during the Fall Semester of 1980. He stated until this year when Biosphere came into existence, the college did not have the problems in budgetary areas related to the lab courses. He pointed out that any academic department could add courses to meet the



requirements of a lab course in Category 1 or 2. He pointed out that the faculty and the Senate do not make budgetary decisions. He stated it was the faculty's responsibility to monitor academic integrity and the quality of the degrees we offer. Professor DeNault stated the debate should be centered on the merits of the proposal and whether or not we wish a student to be able to receive a degree from this institution without having a lab experience.

Chairperson of the Faculty Harrington pointed out that when Writing Competency came into existence there were concerns voiced in relationship to space and money. She stated the same would be true with a proposal on Mathematics Competency. She stated her major concern was with the implementation date of Fall 1981. Professor Harrington stated she believed the proposal is desirable but that it is not reasonable for Fall 1981 based on money, staff and space. Professor Harrington asked Vice President and Provost Martin if the Fall 1981 implementation section was enacted, what realistically could the administration do to implement in relationship to other curricular proposals. Dr. Martin stated that our curricular reach currently exceed our financial grasp. He pointed out this proposal would impose additional burdens and that our resources will not increase but will actually decrease. He stated that frequency of offerings provide elasticity for added programs without adding staff. He stated that there would be no new staffing for Fall 1981 and in reality perhaps some shrinkage would occur particularly in temporary staff. He stated if this proposal is approved, it would go to the academic departments who would decide to offer the labs. They would have to determine from what other areas and programs these staff and resources would have to come to enact this proposal.

Senator Remington inquired where the university stood legally if we have program requirements that a student cannot complete in four years. Dr. Martin responded stating that we make no guarantee that a student can get all program requirements done in four years. He stated we cannot always offer all courses and programs that are needed each four years. He pointed out that class size can also help create elasticity.

Senator Sandstrom stated that the College of Natural Sciences indicates that this proposal is a burden without additional staff and that the Vice President and Provost stated that there will be no new staff. Without additional staffing, we create problems with a number of sections available to students and their progress towards graduation. Senator Sandstrom indicated he could not support this proposal based on the conditions and injustice to the students. He stated this proposal should be a priority to go forward when we can fund and staff adequately.

Senator Hoff stated that he supported the philosophy of the proposal. He stated that he has deep hesitancy in supporting on the basis of the real world at this institution. He stated that a lab experience requirement is not all that common among all colleges and all degrees. He stated in a survey he had conducted that only 42% of like colleges have a lab requirement for graduation. He asked if a 30-contact-hour lab will change the attitude of a student concerning laboratory/scientific procedures. He asked if UNI would meet the philosophy set out previously by the Senate of the College of Natural Sciences as to what is a good lab experience. He stated that he was concerned that we would have students in labs who don't



want to be there and who would reduce the quality of the lab experience for other students. He asked about the source of instruction (that is, graduate students, faculty, graduate faculty) if additional staff could not be found.

Professor DeNault rose and addressed the Senate. He stated that the General Education Committee could determine if the lab is meeting the characteristics of the ideal lab experience. He stated the question of people being in the lab who really don't want to be there is not germane. He stated that students should be in the lab because they need it. In relationship to the allocation of resources he pointed out that other departments could add lab courses to Categories 1 and 2. Professor DeNault stated that the date of implementation can be adjusted if the Senate so desires but that it should not be delayed too long or the problem will continue to get worse.

Professor Roger Hanson rose and addressed the Senate. He stated that it takes great time and effort to provide a good lab experience. He inquired if this lab requirement went in for General Education if we would have the demand in such large numbers that the science faculty could not provide enough people or resources to offer a good lab experience to the students. He inquired if we would be in effect defeating the purpose of having a good lab experience for students.

Senator Duea stated that she felt that a science lab requirement was important. She stated that she believed that the administration should push for additional funding to accomplish this goal. She stated that we should go on record as saying that we will implement this proposal as soon as the Legislature makes the allocation available to accomplish this goal.

Senator Remington inquired if as the labs become packed, do other current labs suffer? He asked if students who really wanted to take lab experiences would be crowded in with students who were taking a lab experience only to satisfy General Education and not because they wanted to. He asked if we were paying more attention to the poor students than to the good students.

Dean Robbins pointed out that it has been said that the role of the Senate is academic integrity. He pointed out that to deal with the quality of the institution you can not look at a single component. He urged the Senate to look at the practical issues and pointed out that to take from one area may hurt another area.

Senator Schurrer stated this proposal came to the Senate after two other bodies had given it close consideration. She stated that if the Senate believed in the proposal, the Senate should ask the administration to secure funding to make it a reality. Senator Schurrer moved to amend by striking recommendation number three. Motion died for lack of a second.

Senator Gillette stated that the Senate should pass the proposal as is and let the administration tell the Senate when the proposal can be implemented.

Dean Morin inquired if this proposal was approved, would the number of students seeking a lab course exceed the number of lab spaces available. Dean McCollum stated that this was indeterminable at this time.



Assistant Vice President Lott rose and addressed the Senate. He stated that he was concerned if the Senate were to vote against a proposal every time they saw that there would be an additional financial requirement to implement the proposal. He pointed out that curricular proposals are recommendations sent to the administration for presentation to the Board of Regents. He stated that the administration would take proposals to the Board of Regents when they are financially feasible. He stated that if the Senate believes that this is a good proposal for lab experience, the Senate should pass it and ask the administration to take this proposal to the Board of Regents and to fund the requirement when possible.

Senator Hallberg pointed out that the flow of this conversation was not consistent with the discussion that occurred at the last Senate meeting.

Senator Hoff stated that he felt that the quality of the lab experience must be monitored.

Hoff moved, Hollman seconded to amend by adding: that all such laboratory experience will be monitored by the department heads to see that the quality of these labs is assured by conforming to the ideal lab experience definition as passed by the College of Natural Sciences Senate on 2/11/80.

Question on the motion was called. On the voice vote, the chair was in doubt and called for a division. There were eight votes yes, and eight votes no. The chair cast a negative ballot and the motion was defeated on a vote of nine-no, eight-yes.

In reference to Professor Lott's remarks, Senator Remington stated that he sees this proposal as different from other curricula proposals. He stated that this proposal alters General Education here and now.

Senator Schurrer stated that the Vice President had indicated that if this motion was passed, the departments would have to meet any student increases from their existing funding. Vice President Martin indicated that if this becomes a graduation requirement then departments would have to scramble for money to satisfy this requirement.

Senator Hovet stated that she thinks students should have a lab experience but that she could not vote in favor of this proposal because it may detract from current existing good lab experience. She stated that perhaps the Senate could voice its support or endorsement of this proposal but not forward it as a requirement.

Senator Sandstrom indicated that it was clear that space was not available and the Vice President indicated that no money was available. He stated that perhaps the Master Planning Committee should seek a special funding request to the legislature and the Board of Regents to accomplish this proposal.

Professor DeNault stated that if this proposal has academic merit it should be supported. If this proposal becomes a requirement that perhaps fundings would become more available. He stated that currently there



are 303 students in Biosphere and if this proposal is not approved now there may be more students at a later date. He pointed out that the question of students in lab spaces would still exist at that time.

Senator Rider questioned Dean McCollum as to what he would do if the Senate approves this proposal. Dean McCollum indicated that he has no plan for implementation at this time. Senator Rider asked that in relationship to academic integrity, what advice would Dean McCollum offer the Senate in regard to this matter. Dean McCollum indicated that the College of Natural Sciences would try to absorb the costs involved but this will cause a detriment to other lab course experiences. He stated he preferred the Senate endorse this plan with implementation subject to additional funding.

J. Alberts moved, Schurrer seconded, to amend by striking proposal number three. Motion passed.

Hollman moved, Thomson seconded to amend by adding that: the implementation of the lab requirement will begin at such time as the administration can assure the Senate that this proposal can be carried out without adversely affecting other programs.

Senator Hallberg stated that this proposal can not be met in 1981. He further stated that the amendment shifts Senate focus to a review of this matter as a concept rather than previously referring to it as a commitment. He stated that the honest way is to bring this item back when it can be accomplished.

Question on the motion to amend was called. The motion failed.

Schurrer moved, Cawelti seconded to reinstate proposal number three by changing the implementation date of Fall 1981 to Fall 1983.

Question on the motion was called. The chair was in doubt of the result on the basis of the voice vote and called for a division. On a division there were eight-yes and eight-no. The chair cast an affirmative vote so that the amendment passed on a vote of nine-yes and eight-no.

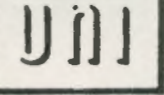
Question on the main motion as amended was called. The motion passed on a division of 11-yes and 7-no.

#### Docket

7. 286 231 Proposal to Establish a Separate Department of Social Work (letter from Dr. Robert E. Morin, Dean, College of Social and Behavioral Sciences, 2/25/81).

The Senate had before it the following correspondence.





UNIVERSITY OF NORTHERN IOWA . Cedar Falls, Iowa 50614

College of Social and Behavioral Sciences  
Office of the Dean  
AREA 319/273-2221

February 25, 1981

Dr. Darrell Davis, Chair  
Faculty Senate  
University of Northern Iowa

Dear Darrell:

Enclosed is a copy of a proposal to establish a separate Department of Social Work on the University of Northern Iowa campus. The proposal has been considered and unanimously approved by the Executive Council of the College.

The Social Work faculty and I request that the University Faculty Senate consider the proposal. The proposal has strong endorsement within the College, and we hope that the Senate will add its endorsement.

Sincerely,

*Robert E. Morin*

Robert E. Morin, Dean  
College of Social and  
Behavioral Sciences

REM:bk

c: Vice President Martin

Enclosure



A Proposal to Establish  
a Department of Social Work at  
the University of Northern Iowa

The purpose of this report is to propose the establishment of a Department of Social Work at the University of Northern Iowa. It is recommended that the change from program status to departmental status take effect with the commencement of the 1981-82 academic year.

A description of the current Social Work Program and a brief history of its development will be followed with the rationale for requesting departmental status. Relevant documents are appended.

BACKGROUND

The Social Work Program at the University of Northern Iowa is a part of the Department of Sociology, Anthropology and Social Work in the College of Social and Behavioral Sciences. The program prepares students for beginning professional practice in public and private social agencies and for entrance into graduate school. In addition to serving social work majors, the faculty teach a variety of social welfare and social policy courses which contribute to curricula for students in related disciplines. Integral to the program is the requirement that students successfully complete a field placement in a community social service agency. The total program has a dual thrust and emphasizes both direct services to clients and social policy analysis and formulation.

The social work program was initiated in 1969. One full-time faculty member was employed to teach three courses plus field instruction. In 1971 the Board of Regents approved the program as a major resulting in the



addition of faculty positions in 1972 and 1973. In 1975 the program was evaluated and accredited by the Council on Social Work Education. Four additional faculty members were hired from 1975 to 1979 bringing the faculty to its current size of seven. Accreditation was reaffirmed after a site visit in 1978. The program received a five-year accreditation, the maximum possible term.

#### STUDENTS

There are presently 182 students who are either pre-majors or majors in the program. According to the Annual Report of the Registrar at the University of Northern Iowa, 59 social work majors were graduated in 1979-80. For the period from 1974 through 1979, Social Work was second only to Business in the number of students graduated from programs within the then College of Business and Behavioral Sciences.

Student interest in social work continues at high levels. Of students applying for admission in 1977, 91 expressed a primary interest in social work; the comparable figures in 1978, 1979 and 1980 were 105, 114 and 92, respectively.

The demand for social work graduates remains high. Information from the U.S. Employment Service (Appendix I) shows that the "social and welfare work" category of "hard-to-fill occupations" had the most openings (5,900) nationwide of any occupational category between January - March, 1979.

#### FACULTY

The Social Work Program has seven full-time faculty positions. One faculty member serves as Coordinator of the program and receives occasional reductions in teaching load. The composition and characteristics of the faculty are summarized in Appendix II. Two minority groups, both sexes, and



a range of ages is represented on the faculty. Four of the five tenured and tenure-track faculty have doctorates, and it is anticipated that persons with doctorates will be employed when lines currently occupied by temporary persons are filled with tenure-track appointees.

#### RATIONALE AND SUPPORT FOR DEPARTMENTAL STATUS

There are no principles which unequivocally dictate conclusions about appropriate organizational structures for maximizing the effectiveness of academic programs. Even the most cursory survey of institutions of higher education would show that programs prosper under widely divergent administrative arrangements. We subscribe to the view that the quality of a faculty far outweighs organizational variables in determining educational excellence.

The foregoing notwithstanding, it remains our conviction that granting of departmental status to the Social Work Program will have significant positive impact on its success and effectiveness in years to come. The program has reached levels of maturity and faculty size consistent with departmental status on the UNI campus.

Threaded throughout the reasons offered for departmental status is the central conclusion that the proposed organizational change will have great symbolic value to constituencies of the program. In turn, the image of social work on and off campus is a mediating agent in substantive change.

Faculty recruiting and retention. Social work programs which stand as autonomous departments or schools have greater visibility within the profession. Moreover, a job candidate considering a position at a school where the social work faculty is a thin minority in a relatively large



department inevitably questions whether the interests of social work will someday be submerged in the agenda of other departmental programs. From our experience with candidates and our own faculty in years past, we are confident that departmental status would be a decided asset in both the recruiting and retention of faculty.

Student support and interest. Academic administrative organization is hardly a pressing issue with most university students. Perhaps it is because social work is a professional field that students of the discipline have greater than usual concern about the issue of departmental status. Student support for the proposed change has been consistently strong (Appendix III).

Community support. The social work program enjoys a positive image among social workers and social work agencies in the community. This off-campus constituency plays a vital role in the implementation of social work's educational mission. Local and regional agencies and the professionals who work within them are the sine qua non of UNI's excellent field placement program. Moreover, the Social Work Program Advisory Board, a committed body of local social workers, provides significant external counsel on curricular and other professional matters. The Advisory Board is a strong advocate of departmental status (see Appendix IV).

Faculty support. The present proposal for a separate department is endorsed unanimously by the social work faculty. Faculty colleagues in sociology and anthropology have been supportive; no objections have been raised to the separation of the social work program from the present Department of Sociology, Anthropology and Social Work.



University of Iowa and Iowa State University. The possibility of departmental status for the social work program at UNI has been discussed with administrators of programs at the other two state universities. Responses have been positive. Letters from Iowa State University and the University of Iowa appear as Appendix V.

Costs. Costs attributable to a change in organization structure are relatively small. In the realm of "supplies and services" there would be an equitable division of the current budget of the Department of Sociology, Anthropology and Social Work and no added expenditures. Computer costs would not increase over what they otherwise would have been, and equipment expenses would be limited to minimal one-time needs for departmental office furniture.

The main budget adjustments stemming from reorganization fall in the area of personnel. At present the social work program is served by a person who holds a Secretary I position. Since departmental secretaries have at least Secretary II appointments, upgrading of the present position would cost approximately \$1000.

A second personnel cost could arise from the hiring of a department head. Presumably an acting head would be employed for 1981-82, but a budgetary increase may be needed in 1982-83. It should be stressed that the size of the Social Work faculty will not increase as a consequence of organizational change; if additions are made to the faculty in the future, the changes will be for other reasons. The program currently has two faculty positions filled by persons on temporary appointments. Recruiting is in progress to fill one of these lines with a probationary appointee in 1981-82. The second position again will be filled by a temporary person next year. During the coming year the department would recruit for a department head. Funds from the second faculty position would reach a long way toward paying the salary



of the person recruited as department head since the money available in the line is sufficient to pay an associate professor. The exact amount of any shortfall is difficult to estimate since new appointees to headship positions vary widely in professional qualifications. Added costs could range anywhere from nothing to ten thousand dollars, but a reasonable estimate would place the figure in the range of three to five thousand dollars.

#### SUMMARY

The social work program has reached a level of development consistent with departmental status on the UNI campus. Organizational change would have great symbolic value to faculty and constituents of the program, and image is a mediator of substantive change. There is broad support and no known opposition to the proposal. Costs would be minimal relative to benefits.

# APPENDIX I

## Hard-To-Fill Occupations at Job Service Offices

OCCUPATIONAL GROUP	NO. AVAILABLE DURING MONTH	PERCENT STILL AVAILABLE AT MONTH'S END	PERCENT AVAILABLE FOR 30 DAYS OR MORE
COMPUTER PROGRAMMING	2,000	79	39
REAL ESTATE AND INSURANCE SALES	2,100	78	49
ELECTRICAL/ELECTRONIC ENGINEERING	3,200	78	41
INDUSTRIAL ENGINEERING	2,400	78	39
MECHANICAL ENGINEERING	2,500	76	40
REGISTERED NURSING	1,600	73	43
ELECTRICAL/ELECTRONIC PRODUCT FABRICATION, INSTALLATION AND REPAIR	1,400	69	38
TOOL MAKING	1,000	69	37
CIVIL ENGINEERING	1,000	68	36
STENOGRAPHY	1,400	63	33
ACCOUNTING AND AUDITING	2,200	63	30
LATHE METAL WORKING	1,400	62	31
METAL MACHINING	3,800	60	33
PSYCHOLOGY (INC. COUNSELING)	1,600	60	31
SOCIAL AND WELFARE WORK	5,900	59	31
MISCELLANEOUS MANAGERS AND OFFICIALS	2,700	59	31
SERVICE INDUSTRY MANAGERS AND OFFICIALS	2,200	59	31
MEDICAL SUPPORT OCCUPATIONS	2,100	59	31

Based on Job Bank data for full-time, permanent openings for January, February and March 1979. Selected occupational groups must have had an average of 1,000 openings available at the end of each month, at least 59 percent of total openings available during the month still open at the end of the month and at least 30 percent of total openings available during the month having been open for 30 days or more.



**APPENDIX II**  
**SOCIAL WORK FACULTY**

<b>Name</b>	<b>Type of Appointment</b>	<b>Degrees and Institutions</b>	<b>Faculty Rank</b>	<b>Years UNI</b>	<b>Total Years Teaching and Social Work Practice</b>
Anderson, Ruth	Tenured	MSW-Columbia	Assoc. Prof.	11	29
Greene, Mitchell	Tenured	MS-Case Western Ph.D.-Iowa	Assoc. Prof.	9	24
Keefe, Thomas	Tenured	MSW-Denver Ph.D.-Utah	Assoc. Prof.	8	12
King, Betty	Temporary	MSW-Iowa	Instructor	1	6
Maypole, Donald	Probationary	MSSW-Wisconsin Ph.D.-Minnesota	Asst. Prof.	2	20
Pan, David	Temporary	MSW-Washington U.	Instructor	3	8
Suh, Kitack	Probationary	MA-Seoul Nat. U. MSP-Boston Ph.D. Brandeis	Asst. Prof.	2	8

Cedar Falls, Iowa

November 6, 1979

Donald Maypole  
287 Baker Hall  
Social Work Department

Dear Mr. Maypole;

We, the Social Work Club, would like to lend our support to Social Work becoming a separate department. We think that this would benefit the students. Last year the Social Work Club took an opinion survey on separating Social Work from the department. The majority of the students were in favor of separating the department. We hope this will take place in the near future.

Sincerely,

*Marcia McMahon*

Marcia McMahon  
President of Social Work Club



Student Social Work Association  
University of Northern Iowa  
Cedar Falls, Iowa  
February 20, 1981

Dean Morin  
117 Sabin Hall  
College of Social and Behavioral Science  
University of Northern Iowa  
Cedar Falls, Iowa

Dear Dean Morin:

We, the Student Social Work Association, would like to lend our support to the Social Work program becoming a separate department. We feel this would benefit the University and the students for the following reasons:

- 1) The existing Social Work program needs a department head with a Social Work education and background. This would promote cohesion and a better understanding of Social Work philosophy between faculty and students.
- 2) There would be greater visibility in having a separate department. With intensive visibility, the program would have more opportunity to recruit high quality professors and increase student involvement. Greater visibility would encourage prospective candidates to join the UNI Social Work department.

We, the Student Social Work Association, would like to thank you for your time and once again stress the need and give our support for a separate Social Work Department.

Sincerely,

The Committee

Penelope Mapel, chairperson

*Penelope Mapel*

Jolene Mathison, President  
Student Social Work Association

*Jolene Mathison*

OFFICE OF THE DEAN  
FEB 20 1981  
COLLEGE OF SOCIAL  
& BEHAVIORAL SCIENCES





# EXCEPTIONAL PERSONS, INC.

2530 university avenue, waterloo, iowa 50701 (319) 232-6671

December 3, 1979

OFFICE OF DEAN

DEC 4 1979

College of Business and  
Behavioral Sciences

Dean Robert Morin  
College of Business and Behavioral Sciences  
University of Northern Iowa  
Cedar Falls, Iowa 50613

Dear Bob,

The Social Work Advisory Committee for the social work program at UNI discussed at its recent meeting the possibility of a separate department of social work being established at UNI. It should come as no surprise that our Advisory Committee would recommend unanimously that this process be initiated. For over three years this Advisory Committee has gone on record as being in favor of a separate department.

As you are well aware, the faculty now consists of seven full time people and has one of the largest number of students as declared social work majors. We believe that with this number of faculty and students it would be in the best interest to have a separate department. In doing so, it is our opinion that it would enhance the visibility of the Social Work Department as well as being another step in the direction of improving the education to the students and their future clients. It would also allow them to develop and control their own budget. Another way in which we see this move as beneficial is that it would give the head of the department more time and/or responsibility to coordinate and develop the department than is presently the situation with the Coordinator position.

Again, we fully support the concept of a movement towards a separate Social Work Department. We would urge that you give this most serious consideration and appreciate your continued cooperation. It is this type of cooperation which we have experienced that will lead to a higher quality level of education of the social work students, will enhance the image and reputation of UNI, and, most importantly, provide better trained social workers to serve clients. Thank you for your assistance.

Yours truly,

Gary Mattson, ACSW  
Chairman Pro Tem  
UNI Social Work Advisory Committee



Iowa State University of Science and Technology Ames, Iowa 50011



Department of Sociology and Anthropology  
103 East Hall  
Telephone: 515-294-6480

November 19, 1979

Dr. Donald E. Maypole  
Coordinator, Social Work Program  
Department of Sociology, Anthropology  
and Social Work  
University of Northern Iowa  
Cedar Falls, IA 50613

Dear Don:

I have examined the issue of your program's separation from its location in the administrative structure of the Department of Sociology, Anthropology and Social Work.

Each program needs to be viewed as a unique entity with respect to its organization and use of resources. Even though we must meet the same standards of accreditation, there's no formula or prescription on how undergraduate programs are to organize resources or design curricula. Therefore, each program develops within its own environmental niche. UNI, ISU, and SUI have different missions, different sets of colleges and departments, and a different student body.

I foresee no problem with structural variation and independent paths of organizational evolution among undergraduate social work programs at the regents' institutions.

Have a pleasant and becalming Thanksgiving.

Sincerely yours,

*Stephen M. Aigner (L)*

Stephen M. Aigner, M.S.W., Ph.D.  
Coordinator of Social Work Program

11a

School of Social Work  
North Hall

(319) 353-5255



January 8, 1980

Donald E. Maypole, Ph.D.  
Assistant Professor  
Coordinator of the  
Social Work Program  
Dept. of Sociology, Anthropology and  
Social Work  
University of Northern Iowa  
Cedar Falls, Iowa 50613

Dear Dr. ~~Maypole~~:

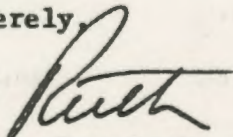
This is in response to your request for support of a separate Social Work department at UNI.

While it would not be appropriate to take an official position on a matter of internal structure of another university, I can state that unofficially we would be generally supportive of your request.

The policy of the Council on Social Work Education is to encourage separate Departments of Social Work. This structure is seen as a way of enhancing autonomy of curriculum and professional identification. It would seem that given the number of faculty and students in your program a separate department would be feasible.

We look forward to continued cooperation in our mutual endeavors, whatever the outcome of your current efforts.

Sincerely,

  
Ruth A. Brandwein, Ph.D.  
Director

RAB:bas

cc: May Brodbeck, Vice President for Academic Affairs



Sandstrom moved, Abel seconded to accept the proposal to create a separate Department of Social Work.

Dean Morin stated that he believed the materials provided to the Senate should answer most of the Senate's questions. He stated he hoped the Senate will support this proposal as this will be an asset to the Social Work Program.

Vice President Martin indicated that he endorses the proposal stating that it was academically sound and administratively sensible. He pointed out that several accreditation reports have strongly suggested this type of action. He stated he felt the moment was propitious. He stated the financial consideration is modest and that this group was ready to move ahead with or without financial support.

Chairperson of the faculty Harrington stated that she felt that this was a sound proposal and that she supported the concept of flexibility in looking for a department head from within or without.

Question on the motion was called. Motion passed.

8. 285 230 Courses to be included in the General Education Program (memo from Professor Len Froyen, Chair, General Education Committee, 2/19/81).

The Senate had before it the following correspondence.

UNIVERSITY OF NORTHERN IOWA · Cedar Falls, Iowa 50613

Department of Educational  
Psychology and Foundations  
AREA 316 273 2854

TO: Professor Darrel Davis  
FROM: Len Froyen, Chairperson  
General Education Committee  
SUBJ: Approval of Courses for General Education Program  
DATE: February 19, 1981

The General Education Committee has approved the following courses for regular inclusion in the General Education Program.

87:036 Spaceship Earth - Category 8  
82:031 Activity Based Science I - Category 1  
82:032 Activity Based Science II - Category 2

Each of these courses was initially granted temporary approval as a general education offering, and through an extension this fall, had been granted such approval through the remainder of this school year. In order to have these courses included in the schedule for Fall 1981, due March 1, 1981, the committee proposes to extend temporary approval for one additional semester, thereby giving the Senate sufficient time to docket and consider this item in regular order.

We do recommend that the Senate endorse our recommendation and accord full approval for the inclusion of these three courses in the General Education Program and in the categories so designated.

LF:cp

cc: Fred Lott  
Mary Engen

Schurrer moved, Hallberg seconded that these offerings be included in the General Education program.

It was pointed out that all three courses have lab components. Senator Sandstrom questioned the content of the course Spaceship Earth and pointed out that he has an aversion to trendy names. Senator Hoff stated that the content of the course deals with the status of the earth and its environment, geologic processes, waste disposal, and nuclear energy.

Question on the motion was called. Motion passed.

#### Announcements

9. The chair called the cost projection memo from LTC Bartelme to the Senate's attention.

#### **The University of Iowa**

Iowa City, Iowa 52242

Department of Military Science

(319) 353-3704



3 March 1981

Dr. Darrel Davis, Chairman  
University Faculty Senate  
University of Northern Iowa  
Cedar Falls, IA 50613

Dear Professor Davis:

I have been asked to provide to you a base-line budget figure for the establishment of an ROTC program at The University of Northern Iowa. I would be allocated federal funds for establishing the program and these funds would take care of all supplies, text books and other requirements relative to our needs with the exception of the following items:

Telephone rental costs - basic charges for one telephone line with two instruments. (All toll or long distance calls would be paid for by the Army).	
Annual Cost	\$220.20
Installation	102.00
Printing - Supplies	
Printing/Supplies	150.00
TOTAL	\$472.20

We would need access to University supply stores and printing facilities for the purchase of University stationery and other similar items.

The above figures were obtained based upon rates charged at The University of Iowa for telephone service and an estimate of possible costs for printing services and supplies, although this figure may be higher than the actual first year requirement.

It is my belief that this figure would be sufficient for the first year and I am confident that any additional requirements could be worked out with the appropriate Dean or with the administration.

Sincerely,

*Michael J. Bartelme*

MICHAEL J. BARTELME  
LTC, U.S. Army  
Professor of Military Science

cc: Vice President James Martin



10. Chairperson Davis called the letter from President Kamerick on the attorney's opinion of procedures of the Committee on Admission and Retention to the Senate's attention.

UNII

UNIVERSITY OF NORTHERN IOWA • Cedar Falls, Iowa 50614

Office of the President

AREA 319 273-2566

March 2, 1981

Members, University Faculty Senate  
Members, Committee on Admission and Retention  
Members, President's Cabinet

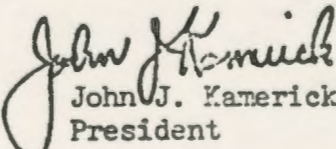
With this letter I am forwarding to you a response from the university's legal counsel concerning the legality of our Suspension and Readmission Procedures.

We seem to have a satisfactory system save for the exception noted by Mr. Martin. Mr. Patton has advised me Mr. Martin's understanding of our system is generally accurate.

There are a number of systems used by universities throughout the country. The Senate may wish to look at some of them or may wish to make some changes in our own system to meet the difficulty cited by Mr. Martin.

When the Senate has arrived at a decision, I will again ask our counsel to review the matter. I would urge we proceed as rapidly as possible for I do not believe we should unnecessarily expose the university or individuals to possible litigation.

Sincerely,

  
John J. Kamerick  
President

JJK:fbid

Enc.

LAW OFFICES  
OF

FULTON, FRERICHs, NUTTING, MARTIN & ANDRES, P. C.

ROBERT D. FULTON  
C. A. FRERICHs  
JOE NUTTING  
JERALD L. MARTIN  
ROBERT ANDRES

818 LAFAYETTE STREET  
P. O. BOX 2834  
WATERLOO, IOWA 50704

TELEPHONE  
834-7741  
AREA CODE  
319

February 27, 1981

RECEIVED  
MAR 2

Office of President

John J. Kamerick, President  
University of Northern Iowa  
Cedar Falls, IA 50614

Re: Opinion on Legality of Suspension and Readmission  
Procedures

Dear John:

Some time ago you requested an opinion as to the legality of the suspension and readmission policies and procedures for failure to meet academic standards. I have now reviewed the voluminous materials you forwarded to me and have completed my research on the matter. As to the basic policies set forth in the school bulletin and the manual for the Committee on Admission and Retention, I find no problem whatsoever. In reviewing this matter I have focused, as a Court would do, on the procedural aspects of this issue. The question, of course, is whether the procedures set forth in the manual and followed by the University comply with the requirements of procedural due process of the 14th Amendment to the Constitution.

In discussing this issue, I will first set forth my understanding of the steps involved in the process of suspension:

1. The Committee on Admission and Retention determines, based on objective standards, that the student should be suspended.

2. The student then has the right to request immediate readmission and the opportunity to appear in person before the committee.



3. If the student fails to appear or if he does appear and the committee denies his request, the suspension then becomes effective.

4. If the student is suspended, he may then apply for readmission upon the termination of the suspension, if it is for a definite period, or one academic semester after the suspension if it is for an indefinite period.

5. The application for readmission is submitted to the Registrar who readmits or denies admission based on objective criteria.

6. If the Registrar denies admission, the student may apply to the Committee on Admission and Retention for a decision made by written ballot of five committee members.

7. If the vote of the five members is against readmission, the student may appeal to the whole Committee on Admission and Retention. There apparently is no provision for the student to appear in person at this level or for his appeal rights thereafter.

In reviewing the above procedures, the standard is now that set forth in the recent Supreme Court decision of Board of Curators of the University of Missouri, et al. v. Horowitz, 435 US 78, 55 L.Ed. 2d 124, 98 S.Ct. 948 (1978.) This case held that in an academic suspension, as opposed to a disciplinary suspension, there is no requirement of a hearing prior to suspension or dismissal of the student. Although no hearing is required, the academic institution must establish that careful and deliberate procedures were followed, the student was adequately informed of the deficiencies, and that the suspension was based solely on academic reasons. This decision is now, of course, the law of the land and is being applied in the 8th Circuit. See Miller v. Hamline University School of Law, 601 F2d 970 (8th Cir., 1979.) For the most part, the procedures that we are following exceed the present constitutional due process requirements. The primary problem that I have with the procedures is that after the review by the Committee on Admission and Retention as a whole, at the end of the proceedings, I feel that there should be some provision made for review by some committee, body, or individual other than

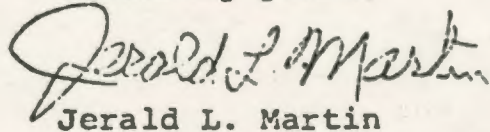
John J. Kamerick  
Page 3  
February 27, 1981

the Committee on Admission and Retention. Although I see no problem with the Committee on Admission and Retention having primary responsibility for the entire process, there still should be some other body that ultimately reviews their decision. I feel that if this deficiency is remedied, our procedures will meet the present constitutional requirements.

There is one minor matter that I note in passing. In the criteria used by the Registrar in making the initial determination on readmission, there is reference to "unresolved, nonacademic problems." See IVA 1(b) of Operational Procedures in the manual for CAR. I would suggest that this be deleted and that any other reference or policy involving nonacademic reasons be eliminated from the proceedings. The above opinion assumes that the only factors considered in the process are those of an academic nature.

If you have any questions or comments on the above, please feel free to contact me.

Sincerely yours,

  
Jerald L. Martin

JLM/ps

J. Duea moved and it was seconded that the chair is directed to refer this matter to the appropriate committee. Motion passed.

The chair indicated that this matter would be referred to the Educational Policies Commission.

Thomson moved, J. F. Harrington seconded to adjourn. Motion passed. The Senate adjourned at 5:00 p.m.

Respectfully submitted,

Philip L. Patton, Secretary

These minutes shall stand approved as published unless corrections or protests are filed with the secretary within two weeks of this date, Friday, April 3, 1981.